

**Iowa Department of Education  
State Improvement Plan for IDEA Part B**

**Desired Outcome II:     Improve the mental health and social competence of students with disabilities so they will become successful members of their community.**

<b>Data/Need</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<b>Biennial Performance Report 2000-2001 data:</b>  <div style="display: flex; justify-content: space-between;"> <div>% of students with disabilities dropping out:</div> <div>3.17%</div> </div> <div style="display: flex; justify-content: space-between;"> <div>% of students without disabilities dropping out:</div> <div>1.35%</div> </div> <div style="display: flex; justify-content: space-between;"> <div>% of students with disabilities who graduate with a regular high school diploma:</div> <div>64.6%</div> </div> <div style="display: flex; justify-content: space-between;"> <div>% of students with disabilities who are subject to unilateral removal:</div> <div>1.3%</div> </div>	See attached plans for improvement strategies-  <b>Positive Behavior Supports</b> <b>Mental Health</b> <b>Drop Outs</b> <b>Family Involvement</b>	Percent of students with disabilities who drop out will decrease.  The discrepancy between students with disabilities and without disabilities who drop out will decrease.  The percent of students who graduate with a regular high school diploma will increase.  Maintain unilateral removal at 1.3% or less.

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**Positive Behavior Supports**

<b>Data/Need</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<p><b>Iowa Youth Survey (1999):</b></p> <p>37% reported that they spend 2 hours or less per week doing assignments</p> <p>84% reported that they do their best</p> <p>96% plan to finish high school, and</p> <p>87% said they finish their homework</p> <p><b>The Annual Condition of Education Report (2001) comparison of the biennium periods 1993-95 and 1999-01:</b></p> <p>The percent of Iowa fourth and eighth grade students that achieve scores at or above the proficient level on the ITBS Reading Comprehension and Math Total Tests declined.</p> <p>The percent of Iowa 11<sup>th</sup> grade students performing at or above proficient level on ITED Content Area Reading and Quantitative Thinking Tests declined.</p>	<p>Develop and support a cohort of demonstration sites for science-based violence prevention practices of Positive Behavioral Supports.</p> <p>Develop and support new and existing Success4 programs administered by the AEAs.</p> <p>Gather and analyze data from:</p> <ul style="list-style-type: none"> <li>• Implementation records, performance criteria and outcomes from model sites.</li> <li>• Success4 LEA plans and final reports.</li> </ul>	<p>Implementation of a network of model sites using PBS principles.</p> <p>Performance criteria that define success in terms of student outcomes.</p> <p>95% of the indicators for goals developed in the model PBS, Character Ed, and Success4 sites will meet the exemplary to proficient levels of the RISE data rubric (69% in 1999-2000 and 81% in 2000-2001).</p> <p>The number of disciplinary referrals and the number of students receiving more than two disciplinary referrals in model PBS sites will decrease.</p>

<p><b>The Annual Condition of Education Report (2001) comparison of the biennium periods 1998-00 &amp; 1999-01:</b></p> <p>The percent of white Iowa 4<sup>th</sup> graders scoring at the proficient level on the Reading Comprehensive Test increased slightly.</p> <p>Significant differences in achievement between white students and minority students exist at all grade levels and across content areas.</p>		
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**Mental Health**

<b>Data/Need</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<p><b>Iowa Youth Survey (1999):</b></p> <p>6% carried a gun 9% were reprimanded for fighting at school 12% damaged property for fun 21% beat someone up 4% used a weapon 24% used verbal threats 18% stole property</p> <p>26% of 6<sup>th</sup> graders, 26% of 8<sup>th</sup> graders and 25% of 11<sup>th</sup> graders reported that they did not have much of which to be proud.</p> <p>7% of 6<sup>th</sup> graders, 12% of 8<sup>th</sup> graders and 14% of 11<sup>th</sup> graders reported that they had attempted to kill themselves at least once.</p> <p><b>The Children's Mental Health Initiative (2001):</b> 120,000 Iowa children need mental health or substance abuse services each year.</p>	<p>Develop a network of model sites that will provide multi-system school-based services for students with significant and complex mental/behavioral problems.</p> <p>Gather and analyze data from:</p> <ul style="list-style-type: none"> <li>• Implementation records, performance criteria and outcomes from model sites.</li> <li>• LRE components of the IEP records from the model sites.</li> </ul>	<p>Implementation of a network of model sites addressing the needs of students with significant and complex mental/behavioral problems.</p> <p>Performance criteria that define success in terms of student outcomes are developed for the model sites.</p> <p>Students with significant and complex mental/behavioral problems in model sites increase the amount of time spent in general education settings.</p> <p>Students with disabilities receiving wrap-around planning in model sites will show increases in the amount of time spent in less restrictive school settings.</p>

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**Drop Outs**

<b>Data/Need</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<p><b>Iowa Youth Survey (1999):</b></p> <p>7% of 6<sup>th</sup> graders, 10% of 8<sup>th</sup> graders and 22% of 11<sup>th</sup> graders reported that they skipped or cut classes or school days at least once in the last three weeks.</p> <p><b>Annual Condition of Education Report (2001) in 1999-2000:</b></p> <p>3.17% of students with disabilities dropped out of school.</p> <p>89.7% of Iowans 25 years and over have a high school diploma.</p> <p>Iowa ranks 6<sup>th</sup> out of 9 Midwestern states in the percent of adults with high school diplomas.</p>	<p>Develop a network of model sites that will adopt and implement risk-focused prevention and early intervention practices known to reduce school drop out rates.</p> <p>Gather and analyze data from:</p> <ul style="list-style-type: none"> <li>• Implementation records, performance criteria and outcomes from model sites.</li> <li>• High school completion rates and drop out data over time in model sites.</li> <li>• Rates of special education identification for at risk students in model sites over time.</li> </ul> <p>Focus data collection in the state monitoring process to determine the actual reasons for students with disabilities dropping out of school.</p>	<p>Implementation of a network of model sites adopting early intervention and risk focused prevention related to drop outs.</p> <p>Performance criteria that define success in terms of student outcomes are developed for the model sites.</p> <p>The number of students who leave school between grades 7 and 12 will decline in model sites.</p>

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**Family Involvement**

<b>Data/Need</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<p><b>Iowa Youth Survey (1999):</b>  17% reported that they live with people who have a serious alcohol or drug problem.  51% reported that the discipline in their home is inconsistent.  12% reported that they did not have a happy home.  13% did not feel close to either of their parents.  22% reported that they couldn't talk about the things that bother them with anyone in their house.  14% reported that someone hits them with a belt, stick or other hard object in their home.  9% reported that no adult ever knows where they are or whom they are with in the evenings and on weekends during the school year.  39% of 6<sup>th</sup> graders reported that they were unsupervised for 3 hours or more per week during the school year and 7% reported that they were unsupervised for 11 or more hours per week.</p> <p>AEA PEC programs received 25,284 parent contacts. Behavior and discipline issues ranked among the top 5 most common concerns every year since 1997-98.</p>	<p>Gather and analyze data from:</p> <ul style="list-style-type: none"> <li>• Review of goals, indicators and results from all model sites.</li> <li>• Review of the implementation records, performance criteria and outcomes from model sites.</li> <li>• Review of parent and community participation in the activities reported from all model sites.</li> <li>• Review of PEC goals and outcome data in AEAs with model sites.</li> </ul>	<p>Parent and community participation will be documented in all model sites.</p>